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ABSTRACT

This activity guide for foods and nutrition education at the primary level is divided into two sections: lesson plans and resource materials. Five concepts are outlined in the lesson plan: food choices, factors influencing choices, consumer competencies, food related careers, and food protection. Each lesson plan provides information on objectives, learning experiences, resource materials, and extension areas. The appendices provide examples of the resource materials mentioned in the lesson plans. (DS)

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ACTIVITY GUIDE

for

NUTRITION EDUCATION

Grades K-3

"I AM WHAT I EAT"

Nutrition Education Project B. U. I. L. D.

Chula Vista City School District

Funded by the Child Nutrition

Facilities Act of 1975

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## FOREWORD

### SOMEONE TOLD ME I AM WHAT I EAT

I am what I eat!
Now isn't that neat?
But can it be
That meat is me?
Are beans my legs,
My kneecaps, eggs?
Is my plasma made of milk,
My skin from something soft as silk?
Potatoes cannot make an ear
Or any part of me, I fear
Can someone slove this mystery
Of how my food turns into me?

The often repeated phrase, we are what we eat, is all too true. Good health is dependent on good nutrition. Although it is important for all ages, it is probably of greater importance for growing children. Not only are their bodies being developed from the food they eat, but they are also learning the importance of eating the proper foods.

Poem adapted from:
Illinois Teacher. Vol XIV, No. 1, Sept. - Oct. 1970

LETTER OF INTRODUCTION

Dear Teachers:

This Nutrition Education Activity Guide for grades K-3 has been developed in connection with the Nutrition Education Project B.U.I.L.D. funded under the Child Nutrition Facilities Act of 1975. The Nutrition Project was awarded to Chula Vista City School District and implemented at Loma Verde School during the school year of 1977-78 and will continue during 1978-79.

Using the minimum proficiency levels developed by the State Department of Education, nutrition lessons were developed and implemented in the classroom. From teacher evaluations of these lesson plans and materials, the nutrition education curriculum was condensed into five major concepts; Food Choices, Factors Influencing Choices, Food Related Careers, Consumer Competencies, and Food Protection, from the California State Health Framework.

This is a preliminary copy; revisions and additions may be made during the coming school year of 1978-79. An activity guide for grades 4-6 is also in progress.

Sincerely,

Judy J. Plunkett

Judy J. Plunkett
Nutrition Education Specialist
Loma Verde School
Chula Vista City School District

ACKNOWLEDGEMENTS

The Nutrition Education Project B.U.I.L.D. gratefully extends appreciation to the following specialists for their assistance in preparing the activitiy guide " I Am What I Eat":

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CONCEPT: Food Choices - Daily food intake is related to the attainment of optimal health.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify: | TEACHER: Display pictures of the four basic food groups. Have children name the foods they see in each food group. | Food Groups (Trend Ent., Inc.) | Vocabulary: meat, poultry, fish, milk, vegetable, fruit, cereal, bread. |
| The four basic food groups | Children: Make name tags from one of the food group patterns. | Name Tag Patterns (Nutrition Specialist) Appendix A | Game: Point to a picture of a food and have only the children with that food's particular food group name tag stand up. |
| | Children: Draw pictures of their favorite foods in each of the four food groups. | Activity Sheet (USDA) English Spanish Appendix A | |
| | Posttest: Make a food group person with pictures from magazines. | Posttest (Nutrition Specialist) Appendix A | |
| Foods in the Milk Group | Discuss the need of 3 servings or more of the milk group. | | Vocabulary: cheese, yogurt, milk, butter, cottage cheese. |
| | TEACHER: Display pictures of a dairy farm. Discuss what animals give us milk. | Study Prints Dairy Helpers (SVE, Inc.) | Field Trip: Visit your local dairy. |

CONCEPT: Food Choices - Daily food intake is related to the attainment of optimal health.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify: | TEACHER: Introduce powdered milk and explain the drying process. Have children use powdered milk in a recipe. | Recipe (Nutrition Specialist) Appendix A | Food Preparation: "Orange Milk Shake" |
| Foods in the Milk Group (Cont'd.) | Discuss the foods made from milk. | Milk Foods Scramble (Coop. Ext. Univ. of Hawaii) Appendix A | |
| | Discuss how foods are made from milk. | Film: Milk and Milk Products | Vocabulary: homogenize whey, curd, pasteurized |
| | Discuss how butter is made. | Science Experiments You Can Eat by V.Cobb | Science: Shake a container of cream until i separates into butter and buttermilk. |
| | Posttest: Circle the foods in the milk group. | Posttest (Nutrition Specialist) Appendix A | |
| Foods in the Fruit & Vegetable Group | Children: Select and display pictures of foods in the Fruit & Vegetable Group. Discuss the need of 4 servings or more. | Food Models (Dairy Council) | Vocabulary: apple, fig orange, carrots, celery lettuce, corn, peas. |
| | TEACHER: Introduce a new fruit or vegetable. | Story of Raisins (Nutrition Specialist) Appendix A | Food Preparation: "Raisins on a Log" Reci Appendix A |

CONCEPT: Food Choices - Daily food intake is related to the attainment of optimal health.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify:<br><br>Foods in the Fruit & Vegetable Group | TEACHER: Discuss Citrus fruits and the role of Vitamin C. | | Vocabulary: orange, lemon, grapefruit |
| | Posttest: Circle the Citrus fruits. | Posttest (Nutrition Specialist) Appendix A | |
| | Children: Play games dealing with fruits and vegetables. | Fruit Bingo<br>Word Search<br>Crossword Puzzle (Nutrition Specialist) Appendix A | Games: Fruit Bingo<br>Word Search<br>Crossword Puzzle |
| | Children: Select pictures of foods in the Meat Group. Discuss the need for 2 or more servings. | Food Models (Dairy Council) | Vocabulary: peanuts, pork, beef, chicken, turkey, eggs, fish. |
| | Discuss the reasons why peanut butter, nuts and legumes are included in the Meat Group. Use peanut butter in a recipe. | Recipe (Nutrition Specialist) Appendix A | Food Preparation: "Peanut Butter Snowballs" |
| | Posttest: Circle the foods in the Meat Group. | Posttest (Nutrition Specialist) Appendix A | |
| | TEACHER: Introduce the nutrient Protein in puppet from. Explain how Protein builds and repairs our body tissues. | | |

CONCEPT: Food Choices - Daily food intake is related to the attainment of optimal health.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify:<br><br>Foods in the Bread & Cereal Group. | Children: Select pictures of foods in the Bread & Cereal Group. Discuss the need for 4 servings or more. | Food Models (Dairy Council) | Vocabulary: muffin, tortilla, cracker, grain, wheat. |
| | TEACHER: Display pictures of wheat growing on a farm. Have children taste the difference between white and wheat bread. | Study Print: Plants that Supply Food (Child's World) | |
| | Posttest: Circle the foods in the Bread & Cereal Group. | Posttest (Nutrition Specialist) Appendix A | |
| The amount of servings for each food group. | TEACHER: Introduce the 3-2-4-4 food group serving formula. | Filmstrip: 4-4-3-2 Way Dosix Inc. | Art: "Food Group Banners". Divide class into 4 groups. Each group will draw picture of the foods in their food group on a banner. When completed the banners will be labeled by food group and the number of servings. |
| | TEACHER: Plan a Nutrition Party and prepare Mini Pizzas. Discuss the ingredients and which food group they belong to. | Recipe (Nutrition Specialist) Appendix A | Game: Rhymes "What Am I" Appendix A |

CONCEPT: Food Choices - Daily food intake is related to the attainment of optimal health.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify:<br><br>The amount of servings for each food group (Cont'd) | Posttest: Circle the foods for the particular group and indicate the number of servings in the blanks. | Posttest (Nutrition Specialist) Appendix A | |
| | TEACHER: Divide the class into two teams for a "Food Bee". Each member of the team is to verbally comunicate which food group and it's bodily function of the food picture displayed. | | Art: Draw a picture of what one of the four food groups do for your body. |
| | Children: Play games dealing with the functions of the basic four food groups. | "Basic 4" (Nasco West Inc.) | Game: "Basic 4" board game. 2-4 players |
| | Children: Assemble the Fingertip Food Fact Finder to find out how the foods from each food group help our body and how many servings are needed daily from each group for good health. | Activity Sheet (Oakland Unified School District) Appendix A | |

CONCEPT: Factors Influencing Choices - Life styles, peers, and individual family resources reflect similarities and differences in food choices.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify: The way food may be recognized through the senses. | TEACHER: Using the Five Senses visuals, discuss the following How do you explore the world around you? What are the five senses? How does your brain and senses work together? What are the five senses? | Five Senses (Trend Ent., Inc.) | Reading: My Five Sense by Aliki<br>The First Book of the Human Senses by Gene Liberty |
| | Sense of Smell - Have student hold their nose and try to identify a potato and an apple. Eliminate the nose holding and have them try to identify it. | Activity Sheet (Nutrition Specialist) Appendix B | Art: Have the students draw the foods they lik to see, taste, smell, and touch on the activi sheet. |
| | Sense of Taste - Students will taste three different foods from each of the four different taste groups. Use the activity sheet to record results. | Activity Sheet (Nutrition Specialist) Appendix B | |
| | Sense of Touch - Have a series of bags with a different food in each bag. The students are to reach into each bag and try to identify the food. | | Dramatic Arts: Plan a show with Sam Smell, Tina Touch, Tom Taste, Sergio Sound and Suzie Sight. |
| | Sense of Sound - Have students guess the vegetable by the sound when you snap it | | |
| | Sense of Sight - Discussion: How has your sense of sight helped you to eat breakfast? How would you help a blind friend eat his lunch? | | |

CONCEPT: Consumer Competencies - Effective utilization of existing resources may enhance potential for satisfying individual and family nutritional needs and waste.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify:<br><br>The conponents of a balanced breakfast. | Pretest: Match the names of breakfast foods to the pictures | Pretest (Cereal Institute) Appendix C | |
| | Children: Record breakfast choices for one week on the activity sheet. At the end of the unit repeat this and note the changes in choices. | Activity Sheet<br>(Nutrition Specialist) Appendix C | |
| | Children: Play games dealing with breakfast. | Games (Nutrition Specialist) Appendix C | Games: "Finger Play Rhymes" Appendix C<br>"Breakfast Charades" Pretend to fix a bowl of cereal, squeeze an orange. |
| | Children: Create a balanced breakfast by pasting pictures of foods on a paper plate.<br><br>TEACHER: Discussion: What foods do you eat in the morning? What is a balanced breakfast? What ways might you change your morning eating patterns? | | |
| | Posttest: Indicate which foods would make a balanced breakfast using only four choices. | Posttest (Nutrition Specialist) | |

CONCEPT: Food - related careers - The food industry and the health - nutrition program offers many employment and career opportunities.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify:<br><br>The careers of people involved in food production. | TEACHER: Discuss the people involved in the growing, production, and handling of foods.<br><br>Plan a meal and divide the jobs among the students - purchasing, waiters, cooks, and bakers.<br><br>Identify the jobs and duties of the food service workers. Observe them preparing lunch. Encourage students to volunteer as kitchen helpers.<br><br>Posttest: Match the works to the pictures of the food workers | Posttest (Nutrition Specialist) Appendix D | Field Trip: Tour a grocery store, dairy, or restaurant.<br><br>Game: Have children play charades with jobs dealing with food or act out scenes from a restaurant or store.<br><br>Reading: Food From Farm to Home by Walter Buehr<br>I Want to be a Baker<br>I Want to be a Dairy Farmer<br>I Want to be a Fisherman by Carol Green<br>What Can She Be?<br>A Farmer by G. Goldreich |

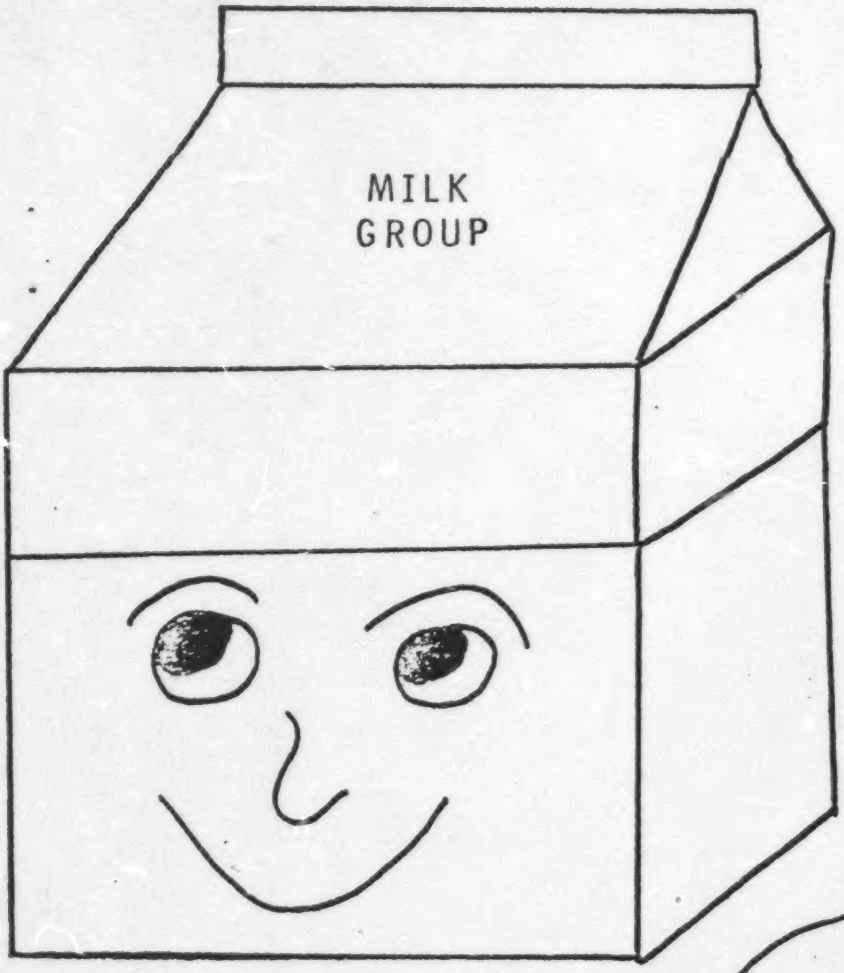
CONCEPT: Food Protection - The quality and safety of foods are influenced by handling, processing, and preparation.

| Objective | Learning Experiences | Resource Materials | Extension Areas |
|---|---|---|---|
| The learner will identify:<br><br>Two sanitation procedures that should be practiced when preparing food. | TEACHER: Discussion: How do you feel when someone coughs on your food? How do you feel when you see someone handling food with dirty hands? Why should you wash your hands before handling food? | | |
| | Ask the school nurse to speak to the class on how improper handling of food can cause illness. | | Science: Conduct bacterial growth studies. Have students cough on a petrie dish and set aside at room temperature. |
| | Plan for each child to wash their hands before lunch. Make a chart to check off when they wash their hands. | Book Patterns (Nutrition Specialist) Appendix E | Language: Make books on how cleanliness is important in food preparation. |
| | Demonstrate the preparation and packing of a lunch box. Include washing and wrapping of fruits and vegetables. | | Field Trip: Take a tour of the cafeteria kitchen to observe sanitation practices. |

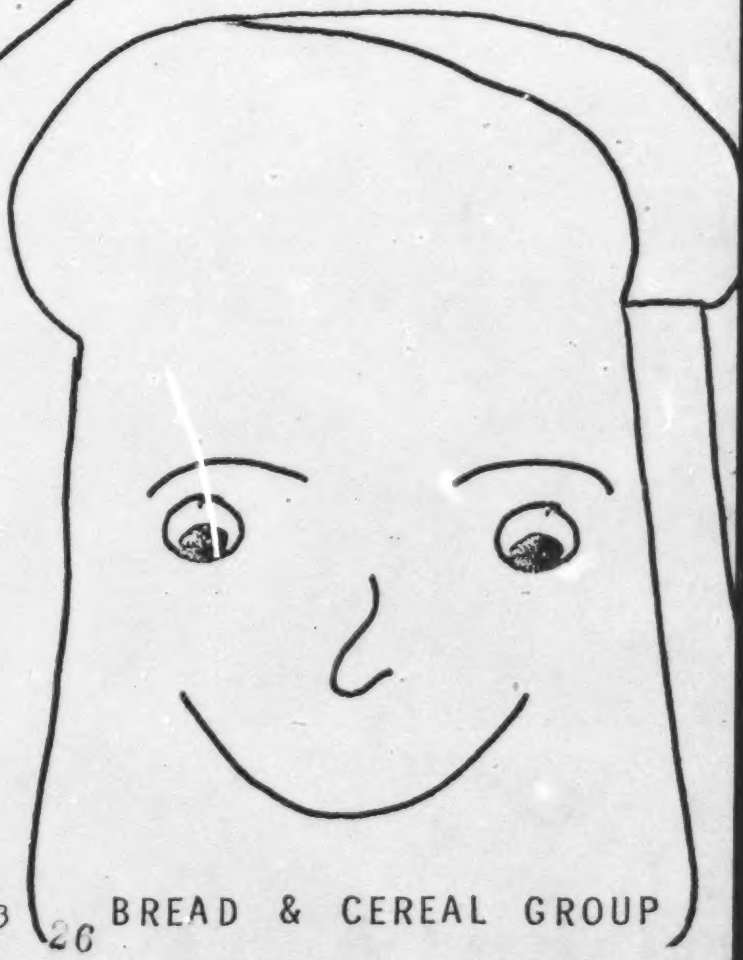
# APPENDIX A

## FOOD CHOICES

Daily food intake is related to
the attainment of optimal health

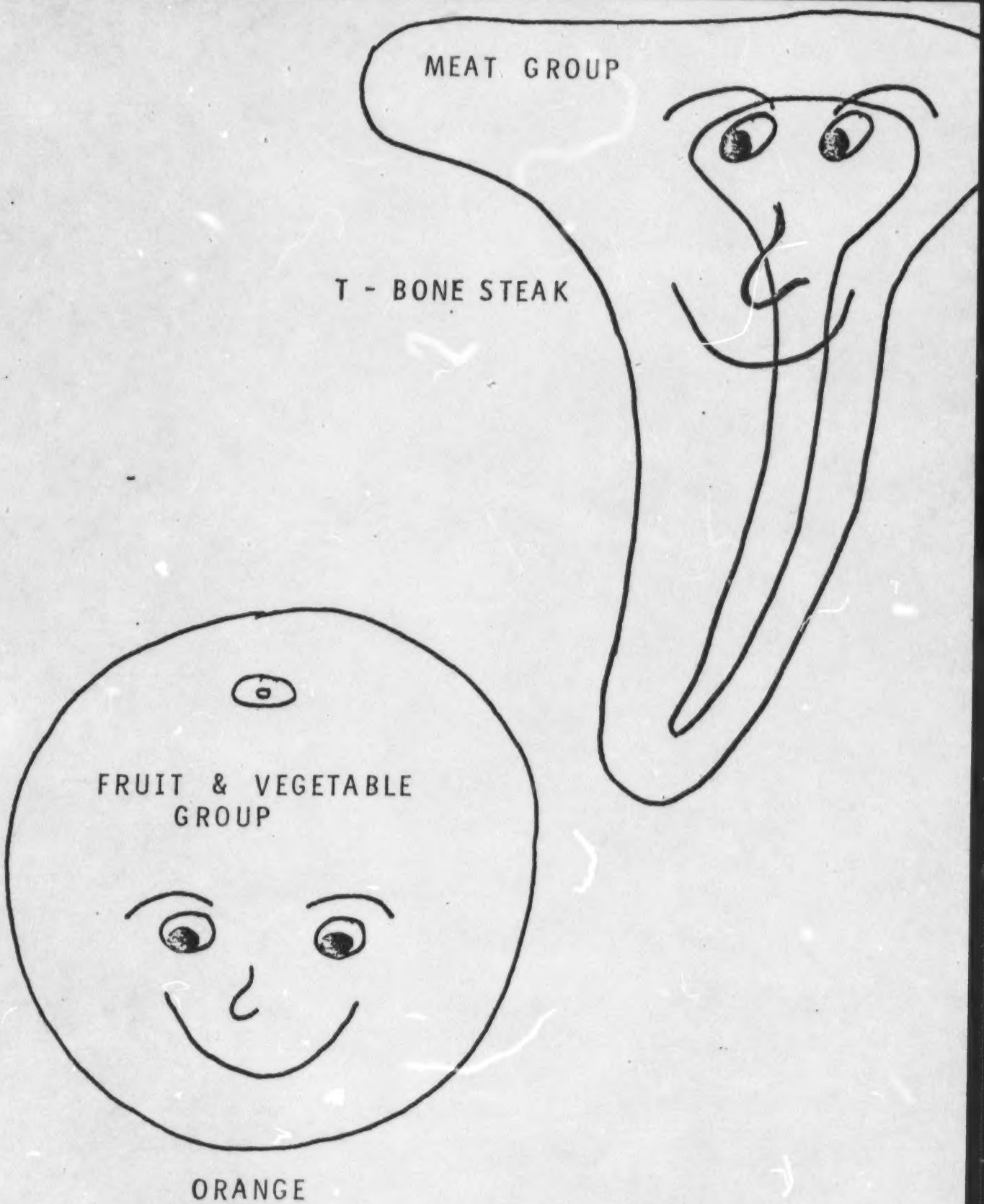



CARTON OF MILK



SLICE OF BREAD

BREAD & CEREAL GROUP


MEAT GROUP
T - BONE STEAK
FRUIT & VEGETABLE GROUP
ORANGE

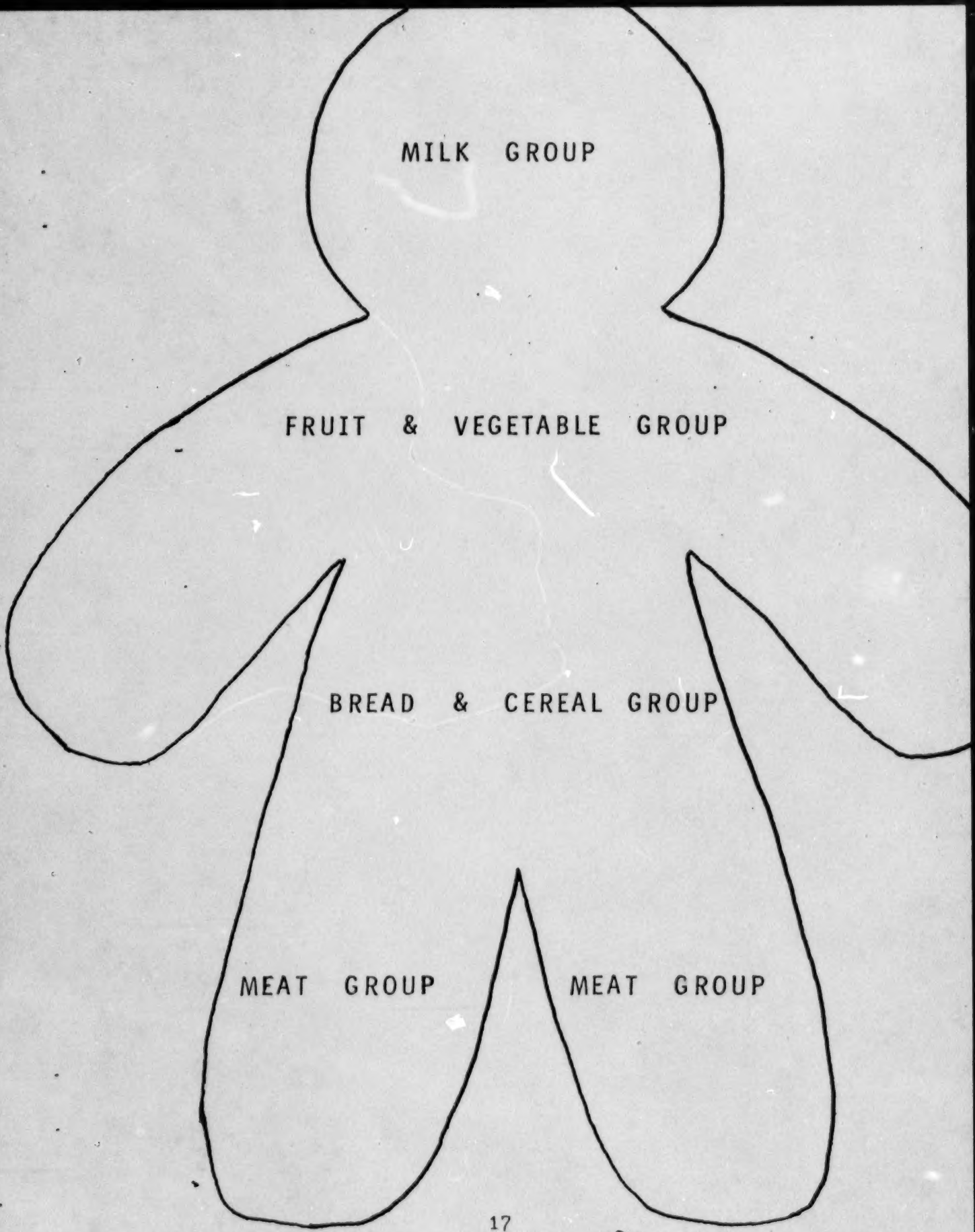
My favorite food from the Vegetable - Fruit Group

My favorite food from Bread Cereal Group

My favorite food from the Meat Group

My favorite food from the Milk Group

| | |
|---|---|
| Mi Comida Favorita Del Grupo De Frutas Y Hortalizas Es: | Mi Comida Favorita Del Grupo De Panes Y De Cereales Es: |
| Mi Comida Favorita Del Grupo De Carnes Es: | Mi Comida Favorita Del Grupo De Productos De Leche, Incluyendo La Leche Es: |


MILK GROUP
FRUIT & VEGETABLE GROUP
BREAD & CEREAL GROUP
MEAT GROUP
MEAT GROUP

# LET'S MAKE AN ORANGE MILK SHAKE

You need:

1 cup Orange Juice
1 1/2 cups Powdered Milk
3 cups Water
4 cubes ice

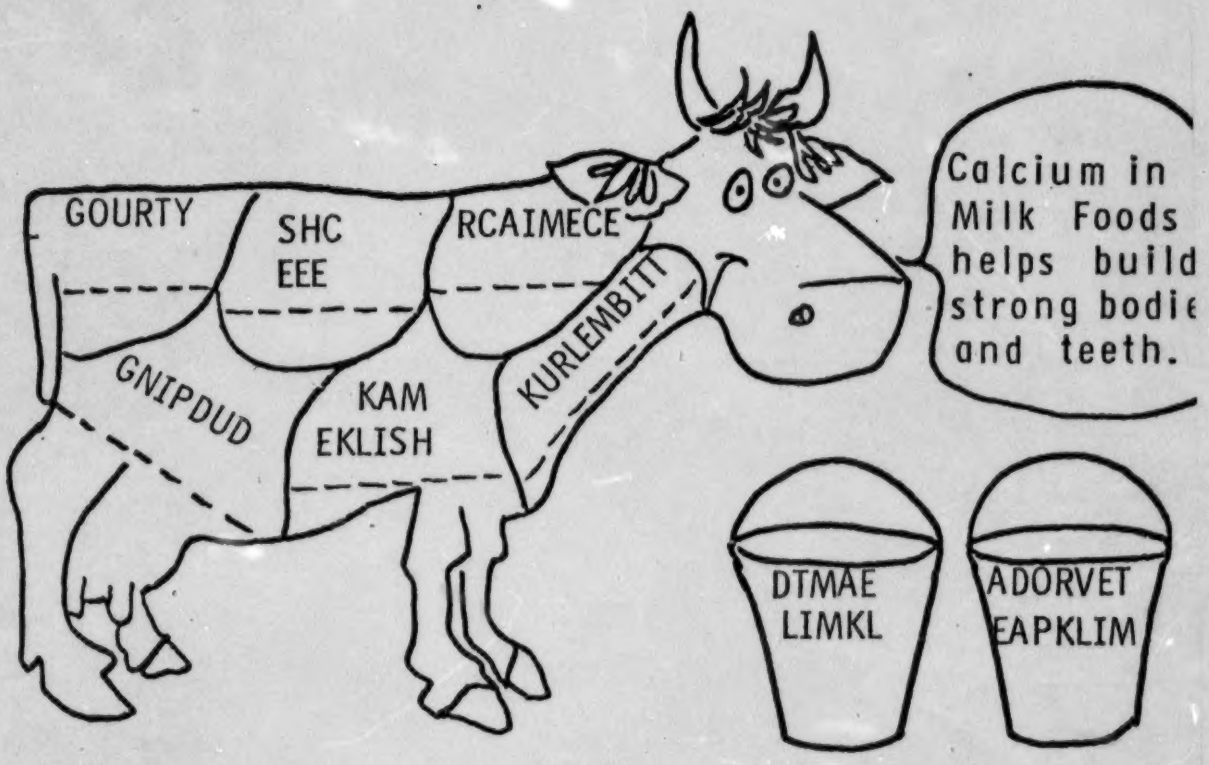
Mix Together:

1. Milk and water in blender
2. Add orange juice and ice
3. Pour in cups and serve.

Nutrients:

Vitamin C
Calcium
Protein

# MILK FOODS SCRAMBLE




Unscramble the letters in each group to spell a milk food.

Can you name other milk foods or foods containing milk?

Adapted from: University of Hawaii, Cooperative Extension Service



Answers: Yogurt, Milkshake, Cheese, Malted Milk, Buttermilk, Ice Cream, Pudding, Evaporated Milk

Circle the foods in the

Milk Group

yogurt

tomato juice

peanut butter

apple

cottage cheese

potato

Flour

Rice

cheese

New Fruit: RAISIN

THE STORY OF RAISINS

(the greatest little fruit of them all)

What is a Raisin?
Something little,
Something round,
Something wrinkled,
Something brown,
Something good to eat
Because it's sweet.
YUM!
That's what a RAISIN is!

Where do Raisins come from?

RAISINS come from California, where there is a warm sunny valley called the San Joaquin (SAN WA-KEEN).
All the raisins in the whole country come from this one sunny valley.
That is because there is no other place in the United States where the weather is just right for making RAISINS.

How are RAISINS made?

Every raisin used to be a big fat juicy golden colored grape.
The sun took the water away by drying (evaporation). So the grape shrunk into a wrinkled raisin with a sun-tan.
That is why raisins are so sweet and tasty.

## Raisins On A Log

Celery
Peanut Butter
Raisins

1. Take a piece of celery
2. Fill groove of celery with peanut butter
3. Place a few raisins on top of peanut butter
4. Eat and enjoy!

---

## Apple Snacks

Apples
Peanut Butter

1. Core apple
2. Brush with orange juice
3. Fill with peanut butter
4. Wrap in foil and refrigerate
5. Cut into round slices and serve.

Citrus Fruits contain a lot of Vitamin C

Circle the Citrus Fruits.

Name _____

eggs

carrot

tomato

orange

glass of milk

fish

grapefruit

bread

potato

peanut butter

lemon

| F | R | U | I | T |
|---|---|---|---|---|
| Apple | Pineapple | Plums | Lemons | Banana |
| Dates | Cherries | Strawberry | Tangerine | Grapes |
| Blueberries | Mango | Apricots | Pears | Figs |
| Peaches | Grapefruit | Prunes | Cantaloupes | Oranges |
| Cranberries | Avocado | Papayas | Watermelon | Nectarine |

In each square will be a drawing of the fruit.

The instructor will pick out names of the fruit and describe it as follows:

- Fruit high in Vitamin C and often made into juice.
- Orange colored fruit high in Vitamin A.
- Fruit which acts like a toothbrush.

# LET'S MAKE A FRUIT SALAD

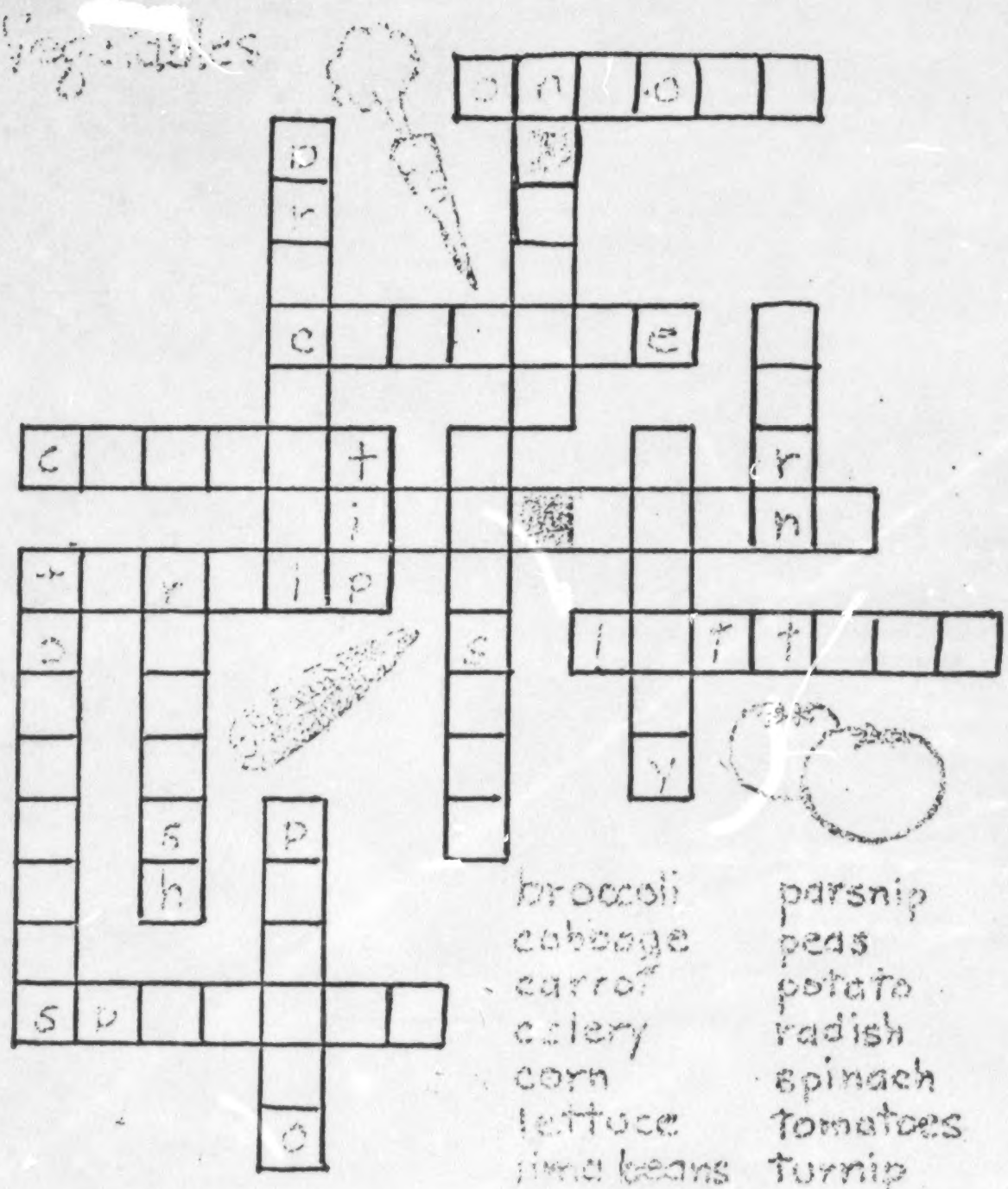
W T I S P L Y X O M
M A S Y R R E H C Y
T V T N R W S M X S
O O R E T L F L O Q
P C B C R E I I Z N
H A J T Z M A N G O
C D K A E Y E K F L
A O P R U N E L G E
E L Y I S O N M O G
P D A N A N A B R N
M L P E A R B I A A
S G U F O W S D N T
E K U M Q U A T G A
T A N G E R I N E B
A H F M E P A R G S
D A P P L E L M F X

Prune
Lime
Tangelo
Avocado
Watermelon
Nectarine
Mango

Apple
Cherry
Dates
Grape
Peach
Plum
Fig

Pear
Orange
Tangerine
Banana
Lemon
Berry
Kumquat

# Vegetables



broccoli
cabbage
carrot
celery
corn
lettuce
lima beans
onions
parsnip
peas
potato
radish
spinach
tomatoes
turnip

Name

Circle the foods in the

Meat Group

peanut butter

carrot

chili beans

bread

milk

eggs

apple

turkey

grapefruit

# "FROSTY THE SNOWMAN'S PEANUT BUTTER SNOWBALLS"

Mix until smooth:

1 cup Graham Cracker Crumbs
1 cup Non-Fat Dry Milk
1 cup Peanut Butter
1 cup Honey

Press into 1 inch balls.

Roll in a dish of coconut.

Place on a pan and refrigerate for 1 hour.

Circle the foods in the

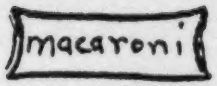
Bread & Cereal Group

rice

potato

peanut butter

chili beans




macaroni

milk

banana

Flour

crackers

# MINI PIZZA

You will need:

1 package English Muffins
1 small can Pizza Sauce
1 package sliced cheese

Follow these steps:

1. Pick up 1/2 of an English Muffin.
2. Place 1 tablespoon of Pizza Sauce on Muffin half.
3. Cut out design on cheese and place design on muffin half.
4. Place muffin under broiler for three minutes.

Nutrients:

| | |
|---|---|
| Vitamin C | Carbohydrates |
| Calcium | Protein |

## RIDDLE

I'm made from milk which comes from a cow.
I often get served at birthday parties.
I'm cold but I must be kept in the freezer until
you're ready to eat me.
One company makes me in 31 flavors.

WHAT AM I? _____

---

## RIDDLE

I can be made from scraps of beef and pork.
Many people like to roast me at the beach or at the park.
I'm usually eaten in a bun with mustard and relish.
I really taste good when you're watching the Dodgers.
Sometimes people eat me with pork and beans.

WHAT AM I? _____

## RIDDLE

I am a white liquid.
I taste good when I'm cold.
Some people say that I have something for everybody.
I have lots of calcium for strong bones & teeth and protein for growth, repair and maintenance.

WHAT AM I? _____

---

## RIDDLE

I'm round and my color is orange.
I can be eaten like I am or you can squeeze me and drink my juice.
I have lots of Vitamin C to glue your cells together.

WHAT AM I? _____

## RIDDLE

I can be white or brown.
I can be eaten instead of potatoes.
The Orientals sometimes eat me with soy sauce & the Blacks often eat me with gravy.
The Mexicans use me with tomato sauce and chili.
I grow in the field covered with lots of water.

WHAT AM I? _____

---

## RIDDLE

I'm leafy and green.
I have lots of Vitamin A for your eyes and Vitamin C for your cells.
Popeye the sailor man eats a lot of me.
I grow on a plant.

WHAT AM I? _____

## RIDDLE

I'm brown when I'm cooked, red when I'm raw.
I have lots of protein & iron.
Americans love to eat me with baked potatoes & salad.
I come from a cow.

WHAT AM I? _____

---

## RIDDLE

I am red and I'm round.
I can be eaten raw or cooked.
Children sometimes give me to their teacher.
It has been said that 1 of me a day keeps the doctor away.
I grow on a tree.

WHAT AM I? _____

## RIDDLE

I usually come in a loaf.
I can be brown or white.
I'm made from wheat which comes from a plant.
I have lots of thiamin, niacin, riboflavin, iron & carbohydrates.

WHAT AM I? _____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## RIDDLE

I grow on a plant.
I belong to the meat group.
Many children like to eat me with bread & jelly.
I'm brown and very sticky.
I contain lots of niacin and protein.

WHAT AM I? _____

## RIDDLE

I can be yellow or white.
I am made from milk which comes from a cow.
You can get lots of calcium from me.
I can be eaten in many ways: in a sandwich, on spaghetti or by myself, on crackers & on a hamburger.

WHAT AM I? _____

---

## RIDDLE

I can be made from flour which is made from a plant.
I can also be made from cornmeal which comes from corn which is grown on a plant.
I belong to the bread - cereal group.
I am often eaten as a taco, burrito, enchilada & tostado.
I am sometimes used by the Mexican culture as a spoon.

WHAT AM I? _____

## RIDDLE

I come from an animal that swims.
Sometimes I smell bad.
Many people fry me.
I belong to the meat group.
I don't have as much iron as beef but I have lots of protein.

WHAT AM I? _____

---

## RIDDLE

I am made from wheat which comes from a plant.
The Italians made me popular by using me with meat sauce.
I belong to the bread - cereal group.
I'm often eaten with a salad and garlic bread.
Many people put parmesian cheese on me.

WHAT AM I? _____

## RIDDLE

I'm ground up beef that comes from a cow.
I am one of Americas favorite foods.
I belong to the meat group.
I'm usually found between a bun with lettuce,
tomatoes and pickles.
Ronald McDonald likes me too.

WHAT AM I? _____

---

## RIDDLE

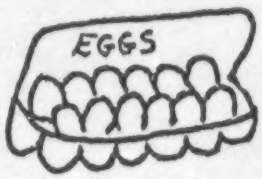
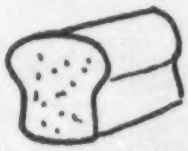
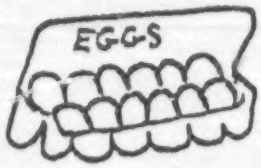
I belong to the meat group.
I come from a chicken which is an animal.
You can cook me many ways: scramble, over easy,
sunnyside up, deviled or boiled.
You can also add me to other foods like custard,
pancakes, muffins & eggnog.

WHAT AM I? _____

Name _____

Make A Circle Around the picture that fits into the Food Group.

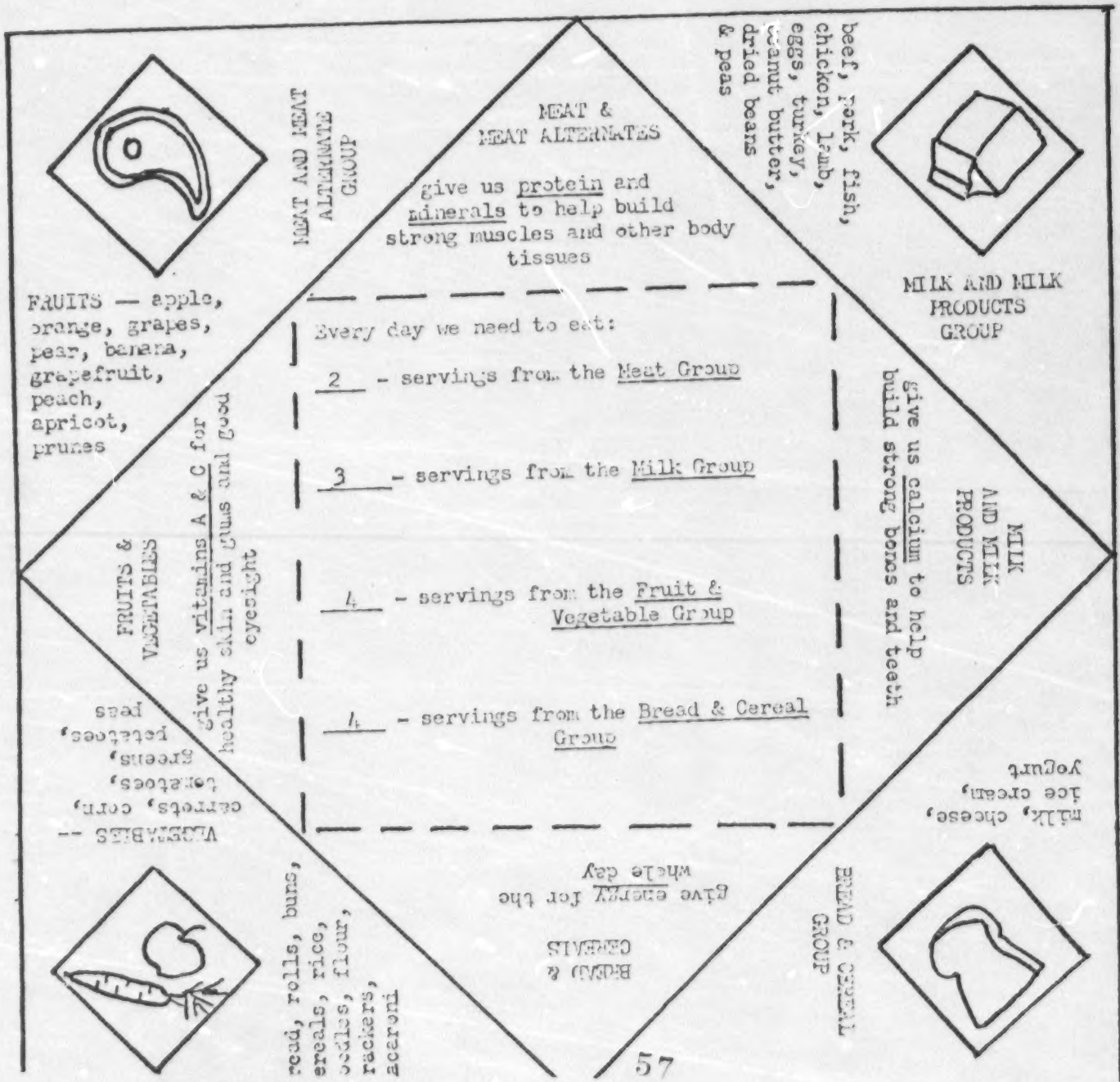
Indicate the number of servings for each food group.

| | | |
|---|---|---|
| 1. | Bread and Cereal Group<br>___ servings |   |
| 2. | Fruit and Vegetable Group<br>___ servings | |
| 3. | Milk Group<br>___ servings | |
| 4. | Meat Group<br>___ servings |  |
| 5. | Fruit and Vegetable Group<br>___ servings | |
| 6. | Meat Group<br>___ servings | |

# FINGERTIP FOOD FACT FINDER

To Assemble:

1. Cut paper on outside lines below.
2. Place paper on table, printed side down, and fold corners over on the four solid lines toward the center.
3. Turn paper over and fold corners on the four dotted lines toward the center.
4. Fold square in half vertically and unfold, then fold in half horizontally and unfold.
5. Insert thumb and first finger of each hand under the picture flaps on the bottom of the folded paper.
6. Push all four fingers together so they meet in the center. Spread out fingers to find what foods belong to each of the Four Food Groups.
7. Lift up inside flaps to find out how the foods from each group help our body and how many servings are needed daily from each group for good health.


MEAT AND MEAT ALTERNATE GROUP
MEAT & MEAT ALTERNATES
give us protein and minerals to help build strong muscles and other body tissues
beef, pork, fish, chicken, lamb, eggs, turkey, peanut butter, dried beans & peas
MILK AND MILK PRODUCTS GROUP
FRUITS — apple, orange, grapes, pear, banana, grapefruit, peach, apricot, prunes
Every day we need to eat:
2 - servings from the Meat Group
3 - servings from the Milk Group
4 - servings from the Fruit & Vegetable Group
4 - servings from the Bread & Cereal Group
give us calcium to help build strong bones and teeth
MILK AND MILK PRODUCTS
FRUITS & VEGETABLES
give us vitamins A & C for healthy skin and gums and good eyesight
VEGETABLES — carrots, corn, tomatoes, greens, potatoes, peas
milk, cheese, ice cream, yogurt
BREAD & CEREALS
Give energy for the whole day
BREAD & CEREAL GROUP
bread, rolls, buns, cereals, rice, noodles, flour, crackers, macaroni

# APPENDIX B

## FACTORS INFLUENCING CHOICES

Life styles, peers, and individual family resources reflect similarities and differences in food choices

# Sense of Taste

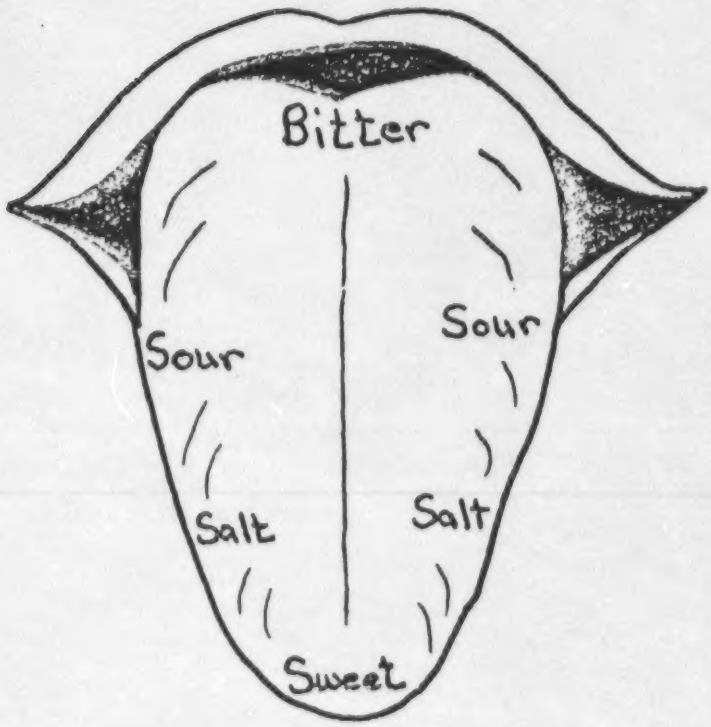
Name _____

## Bitter

1. _____
2. _____
3. _____

## Salt

1. _____
2. _____
3. _____




## Sour

1. _____
2. _____
3. _____

## Sweet

1. _____
2. _____
3. _____

# APPENDIX C

## CONSUMER COMPETENCIES

Effective utilization of existing resources may enhance potential for satisfying individual and family nutritional needs and wants.

Name _____

My Breakfast Record

| Food Group | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| Bread and Cereal | | | | | | | |
| Fruit and Vegetable | | | | | | | |
| Meat and Meat Alternate | | | | | | | |
| Milk and Milk Products | | | | | | | |
| Extra Foods | | | | | | | |

# FINGER PLAY RHYME

My Name Is _____

I eat my food and run and play
(pretend to eat; run in place)

And drink some milk every day
(pretend to drink)

Mother measured me by the wall
(lift hand over head)

I am growing big and tall
(reach high)

I eat my meals
(pretend to eat)

And sleep at night
(rest head on hands)

With not much help at all
(boasting gesture)

See this apple
(hold a pretend apple)

So big and round
(forms arms in a circle)

I got it off the tree
(reach high)

It helps me feel so full of pep
(shake clenched fists)

I eat it by myself
(pretend to eat)

When I get up in the morning
(stretch and yawn)

So rested and bright
(perk up and smile)

I need to eat breakfast
(pretend to eat)

To help me feel right
(smile)

All night without food
(extend hands to indicate nothing)

And my tummy might hurt
(rub tummy)

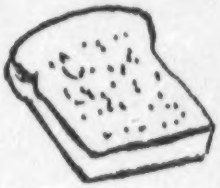
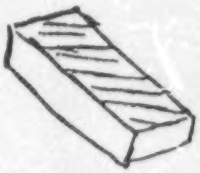
Then I eat a good breakfast
(pretend to eat)

And I feel so alert!

GOOD
MORNING!

Name _____

Put an X by the foods that would make a balanced breakfast.

| | | | |
|---|---|---|---|
| Soda | Eggs | Milk | Hamburger |
| Doughnut | Cereal | Steak | Yogurt |
| Spaghetti |  Toast | Milkshake | Bacon |
| Citrus Fruit |  Candy | Soup | Kool-Aid |

# APPENDIX D

## FOOD - RELATED CAREERS

The food industry and the health-nutrition program offers many employment and career opportunities.

Match the words to the pictures

Grocery Store Clerk

Cook

Farmer

Food Service Worker

# APPENDIX E

## FOOD PROTECTION

The quality and safety of foods are influenced by handling processing and preparation.

BOOK PATTERNS